

## THE ROLE OF APPLIED LINGUISTICS IN PROVIDING CONCEPTUAL FOUNDATION AND THEORETICAL FRAMEWORK FOR SECOND LANGUAGE INSTRUCTION

Contemporary multilingual contexts pose considerable challenges to the required integration of English language education with interdisciplinary fields of study. However, recent research underscores the substantial benefits that arise from the application of applied linguistics in areas such as foreign language education. This paper proposes a framework that unites cognitive approach with linguistics to analyze second language acquisition (SLA). It will review theoretical models alongside philological insights to examine how understanding brain-based learning processes and language structure together can enrich foreign language pedagogy. The primary **purpose** of this research is to consider how these interdisciplinary foundations can improve curriculum design and teaching strategies.

Essentially, it is critical to demonstrate how applied linguistic principles can optimize syllabus development, teaching methodology, language assessment, and teacher professional development. Consequently, the **object** of presented research comprises English language education systems and their theoretical underpinnings, including curriculum frameworks, instructional strategies, and teacher knowledge development across diverse educational levels and linguistic backgrounds. The **subject** of research focuses on applied linguistics as an interdisciplinary field and its specific pedagogical contributions. Central areas include six major theoretical orientations: communicative competence frameworks grounded in sociolinguistic theory; cognitive and usage-based models emphasizing language emergence from exposure patterns; input and output hypotheses describing acquisition mechanisms; interactionist theories highlighting social negotiation; sociocultural perspectives conceptualizing learning as mediated activity; and contemporary paradigms

including Global Englishes, multilingualism, translanguaging, and technology-enhanced learning.

Applied linguistics creates a dynamic interface between linguistic theory and classroom practice. The communicative competence framework, developed by Hymes [1], broadened Chomsky's linguistic competence to include the ability to use language appropriately in context. This concept inspired Communicative Language Teaching (CLT), which shifted pedagogy from memorization to meaningful communication through interaction, role-play, and problem-solving tasks. Cognitive and usage-based models, meanwhile, propose that language develops through exposure and pattern recognition. Constructivist approaches promote inductive learning, where learners discover grammatical rules from authentic input. Krashen's input hypothesis [2] stresses exposure to comprehensible input, while Swain's output hypothesis [3] argues that producing language helps learners internalize structure. Interactionist theories, such as Long's interaction hypothesis [4], emphasize negotiation for meaning during communication, supported by feedback and collaborative tasks.

Modern curricula combine features of multiple approaches. CLT focuses on authentic communication; Task-Based Language Teaching (TBLT) organizes instruction around meaningful tasks; the Lexical Approach highlights collocations and multi-word units; Content-Based Instruction (CBI) integrates subject knowledge with language learning; and Genre-Based Approaches (GBA) teach discourse conventions through text analysis. This eclectic integration reflects the interdisciplinary nature of applied linguistics and its contribution to practical pedagogy.

Applied linguistics also provides insights into language systems – phonology, morphology, syntax, semantics, and pragmatics – each of which informs skill development. Listening involves both bottom-up decoding and top-down prediction. Speaking integrates phonetic awareness and interactive practice, supported by scaffolding techniques. Reading instruction develops strategic skills such as skimming and scanning while fostering critical interpretation. Writing is seen as a

recursive process of drafting, feedback, and revision, where grammar and vocabulary are taught in context to support communicative goals.

The Noticing Hypothesis (Schmidt, 1990) underpins modern grammar pedagogy by emphasizing learners' awareness of linguistic forms in meaningful input [5]. Corpus linguistic research has also shown that teaching frequent lexical bundles is more effective than isolated vocabulary learning. The Lexical Approach uses authentic corpora to expose learners to real-world language patterns and strengthen vocabulary retention.

Recent studies on Global Englishes demonstrate that English now functions as an international lingua franca with more non-native than native users. Global Englishes Language Teaching (GELT) promotes pluralistic models of English that encourage intercultural communication and tolerance of variation. Similarly, technology-enhanced learning through virtual and augmented reality, adaptive software, and AI-based platforms provides immersive contexts that increase motivation and personalize instruction. Multilingualism and translanguaging approaches view learners' native languages as cognitive and cultural assets rather than obstacles. These frameworks encourage the flexible use of multiple languages for constructing meaning and participating in complex communication. Such perspectives align with the interdisciplinary shift in applied linguistics, which increasingly draws on cognitive science, sociocultural theory, and educational psychology. Incorporating applied linguistic principles into teacher training ensures coherence between theory and practice, resulting in more effective teaching and higher learner engagement.

**Conclusion.** Applied linguistics offers a solid theoretical and conceptual foundation for English language education. By integrating research on communicative competence, cognitive learning, sociocultural interaction, and SLA, educators can develop evidence-based practices that enhance learner proficiency and motivation. **Future research** should focus on AI-supported learning environments and multimodal communication to further strengthen the connection between

applied linguistic theory and pedagogical innovation in the modern multilingual classroom.

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### **THE ROLE OF INTERDISCIPLINARY COMMUNICATION IN THE PROCESS OF LEARNING FOREIGN LANGUAGES**

In the modern educational paradigm, the process of learning foreign languages is no longer confined to linguistic knowledge alone. It increasingly relies on interdisciplinary communication, which promotes the integration of linguistic, cultural, cognitive, and professional competencies. Interdisciplinary interaction not only enhances communicative competence but also develops critical thinking,